



Special Education Advisory Panel (SEAP) Secondary Transition Brief

Kendrick Lester
Secondary Special Education & Transition Coordinator



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

4/5/2018

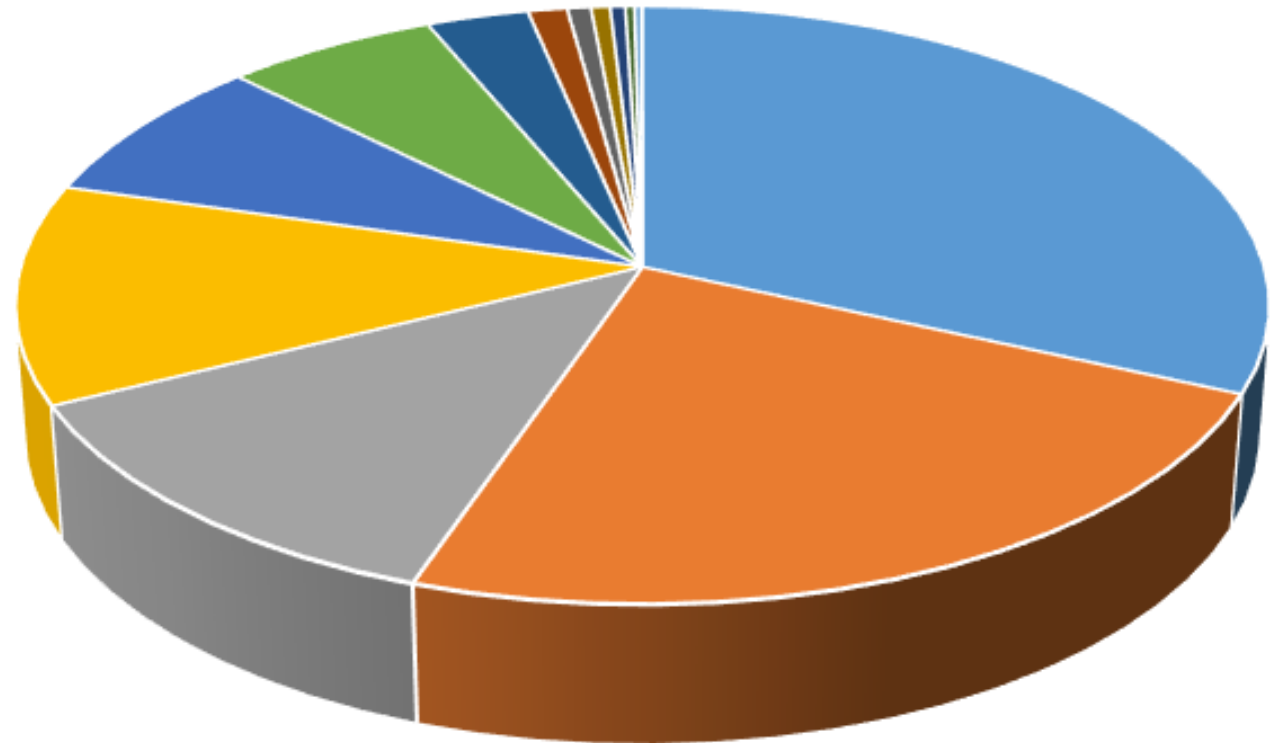
Idaho Special Education Students Age 15-21

By Disability Category (Does not Include 504)

	15	16	17	18	19	20	21	TOTALS
Specific Learning Disability	698	679	530	220				
Health Impairment	546	448	372	184				
Autism	249	217	212	104				
Intellectual Disability	193	200	176	124				
ED	177	158	130	49				
Language Impairment	142	134	96	43				
Multiple Disabilities	48	33	35	46				
Hearing Impairment								
Speech								
Traumatic Brain Injury								
Visual Impairment								
Orthopedic Impairment								
Deaf								
Deaf-Blindness								
	2113	1936	1604	802	209	133	25	6822

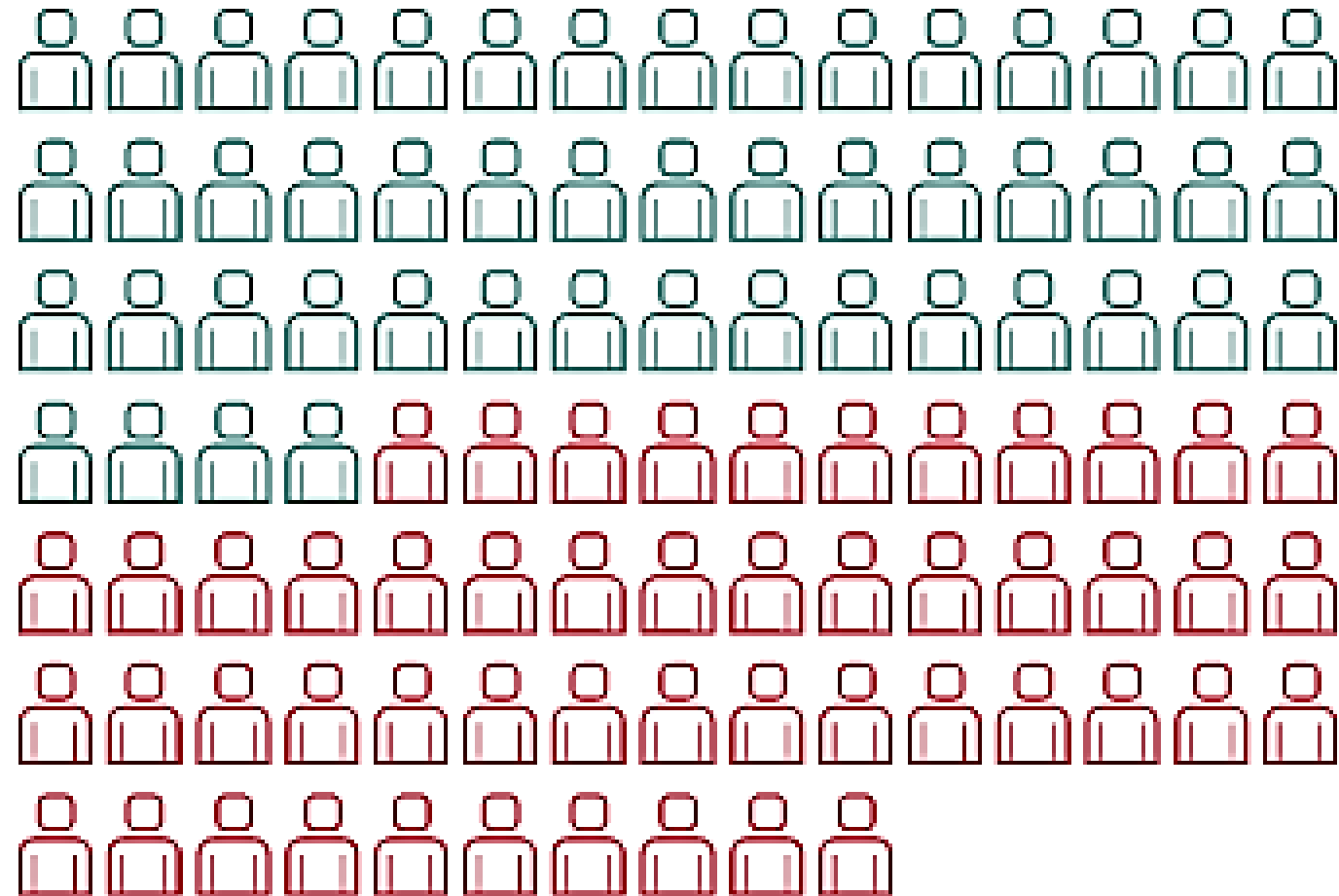
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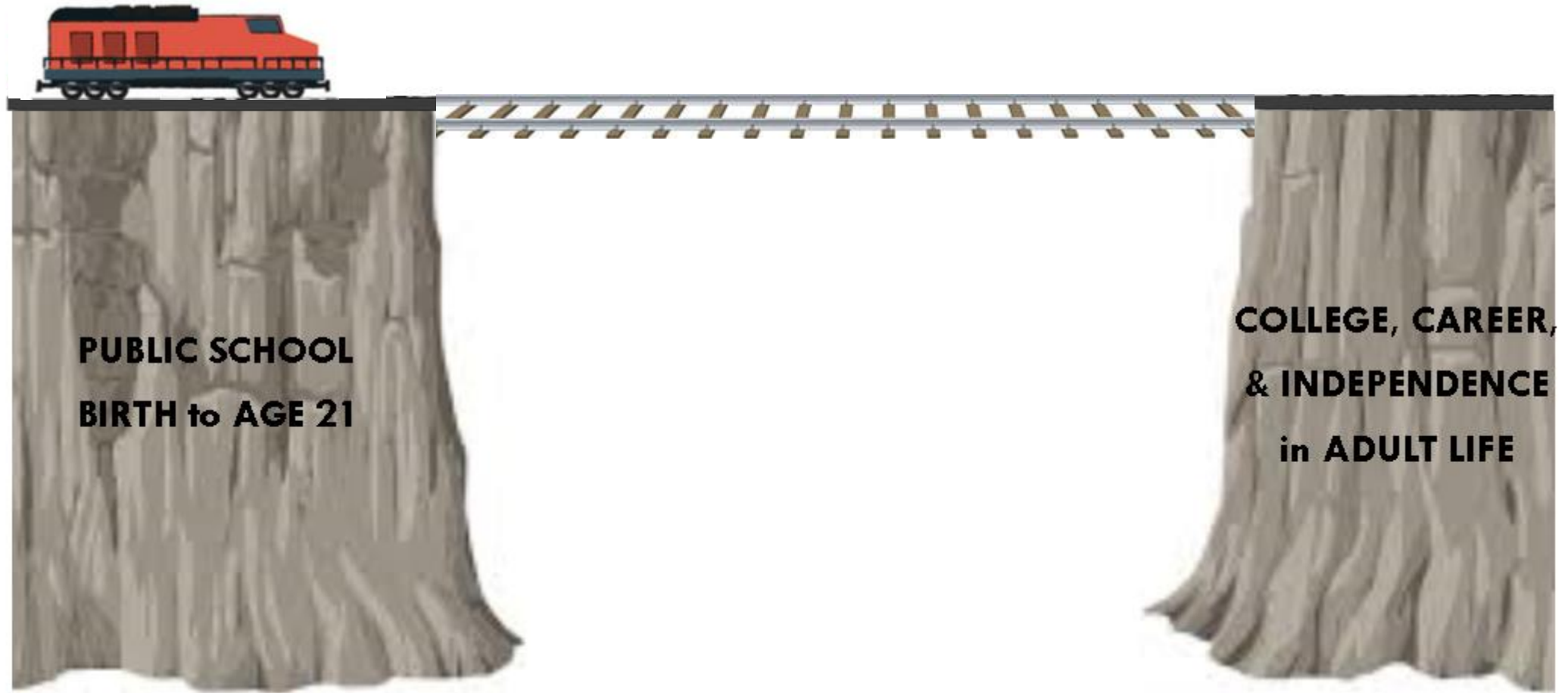
Idaho Secondary Special Educators

8th through 12th grade



■ 3+ Years Experience (49.05%) ■ Less than 3 years (50.95%)

Transition



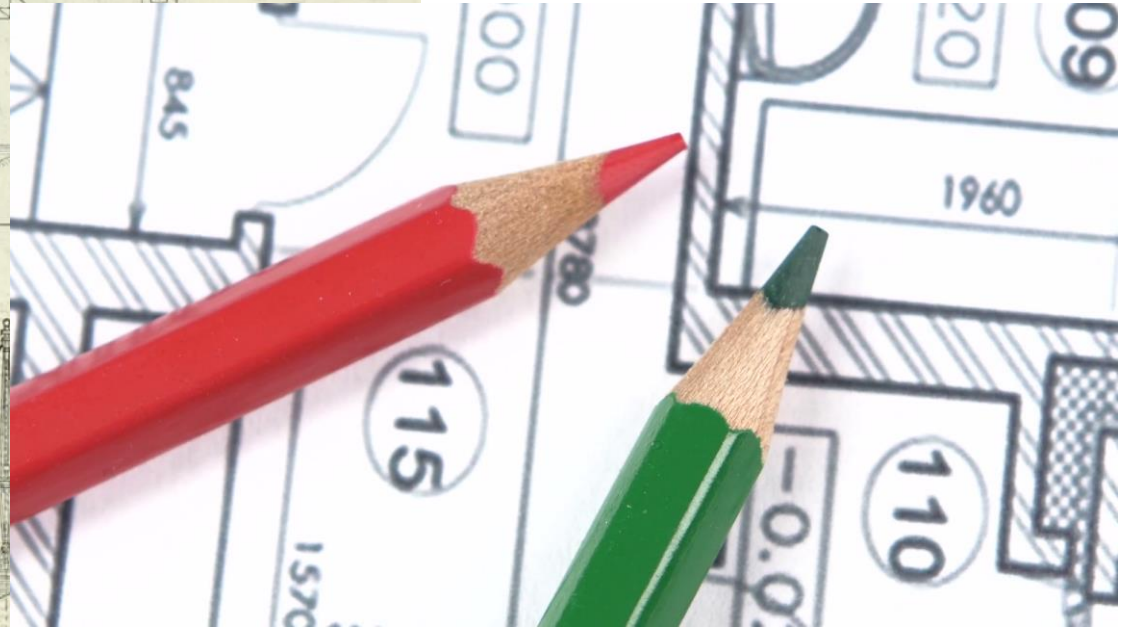
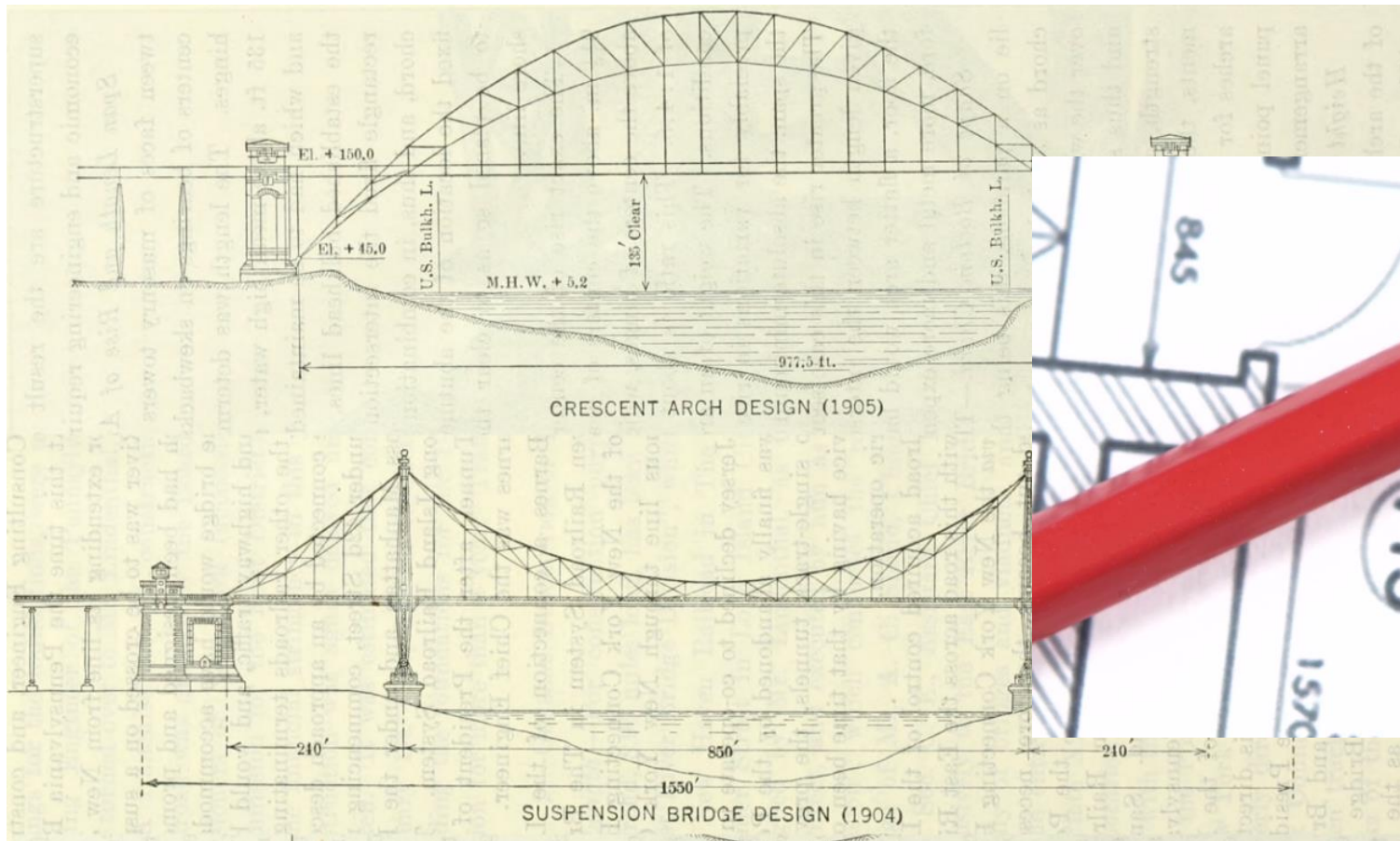
Provide Academics, AND....



IDEA §300.43 – Transition Services

- Start at least by the time a student reaches age 16
- Coordinated set of activities
- Results oriented process focused on improving academic and functional achievement of student to facilitate movement from school to post-school life
- Based on the individual child's needs, taking into account the child's **strengths, preferences, and interests**

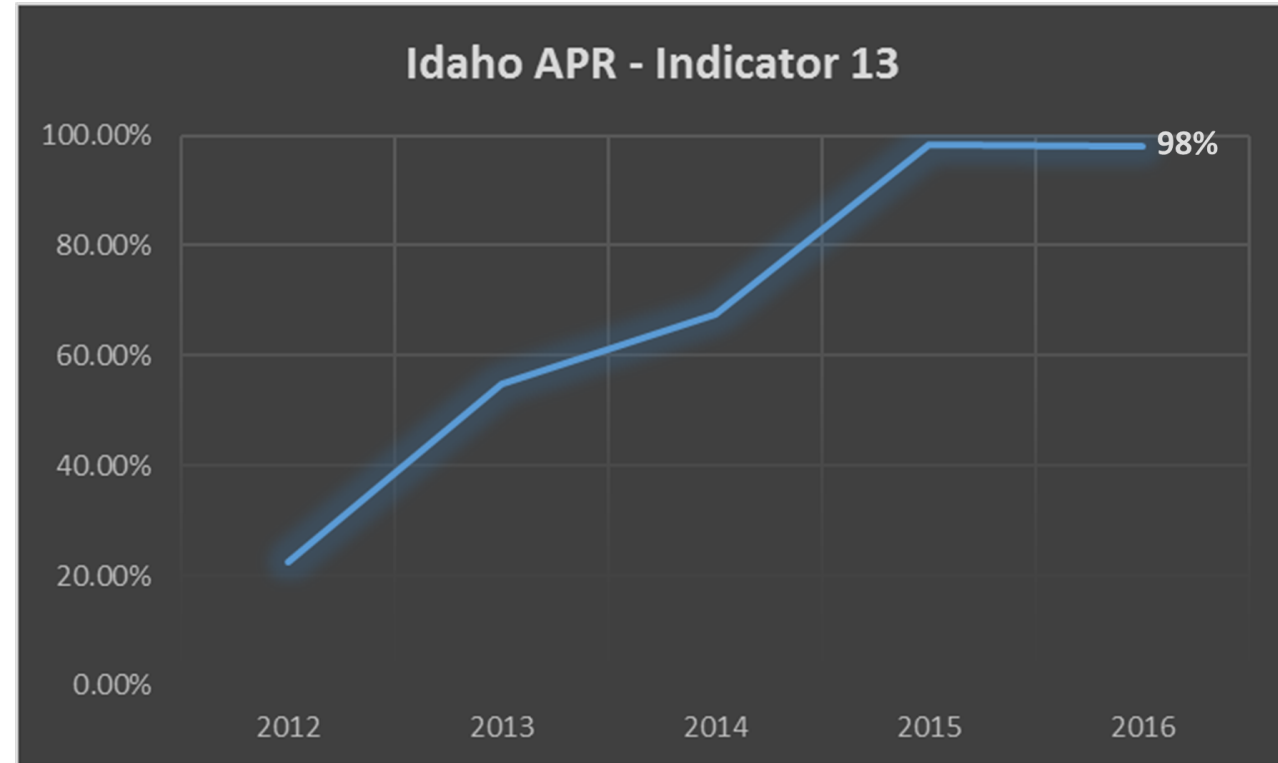
Drafting a plan...



Key measurement that indicates student transition outcomes...



“Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition.”



2017-18 data suggests that Idaho has maintained improved performance in this area!

But...

Continued work and vigilance is needed to reach and maintain 100%

Assessment and Planning



- Compliance check or meaningful activity?



- Efficiency and Individual Learning Plans (ILPs)
- Access to and awareness of assessment tools

Plan follow through...



Who is in charge of providing Transition Services?

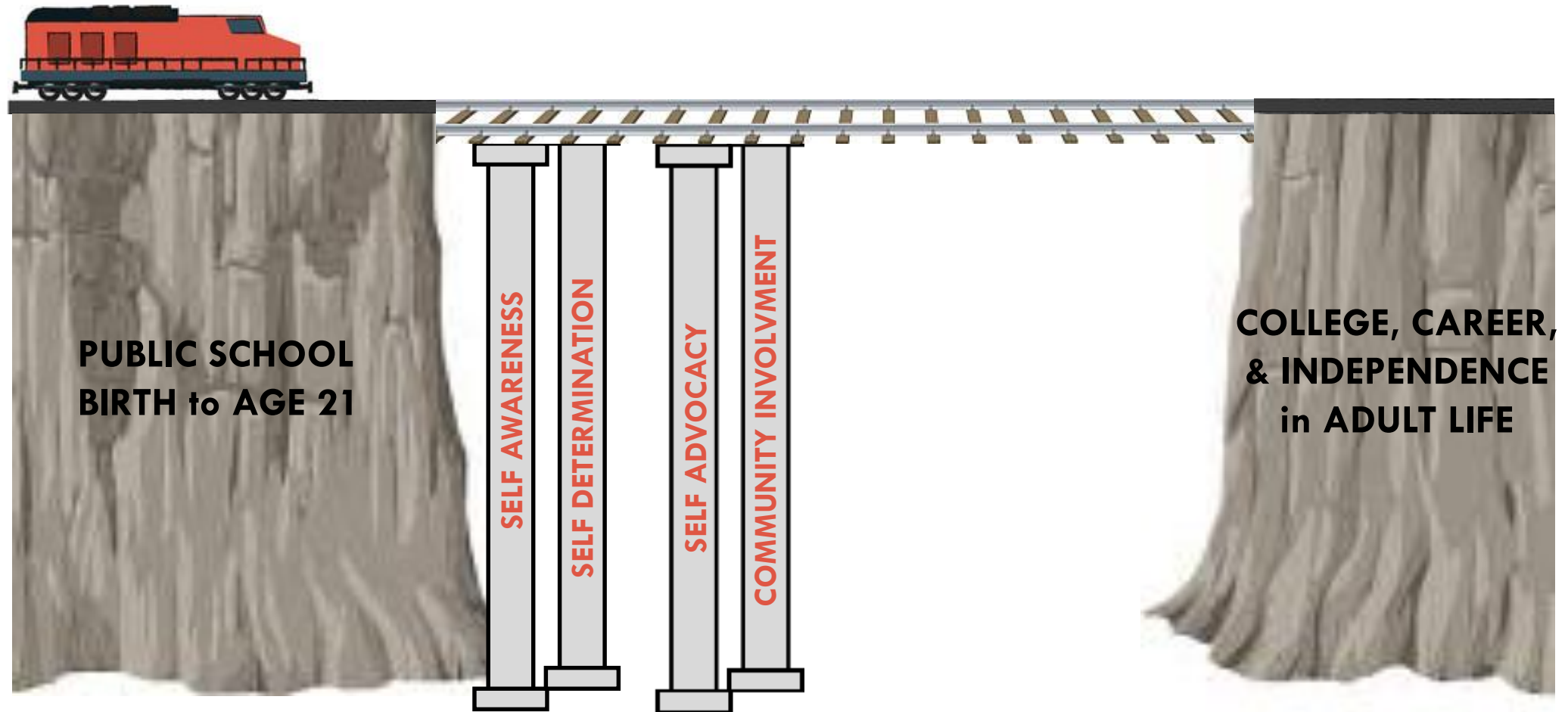
- Is this part of a job description?
- Built into the school day?
 - How can we most efficiently provide academics and transition services together?
- Are staff adequately resourced and supported to provide coordinated activities?

Student roll in plan follow through



- How can self determination instruction and skill building be be built into the school day and into academic instruction?
- Are students involved in their IEP planning and meetings?

Coordinated and Results Oriented – Early On



Early Transition Supports



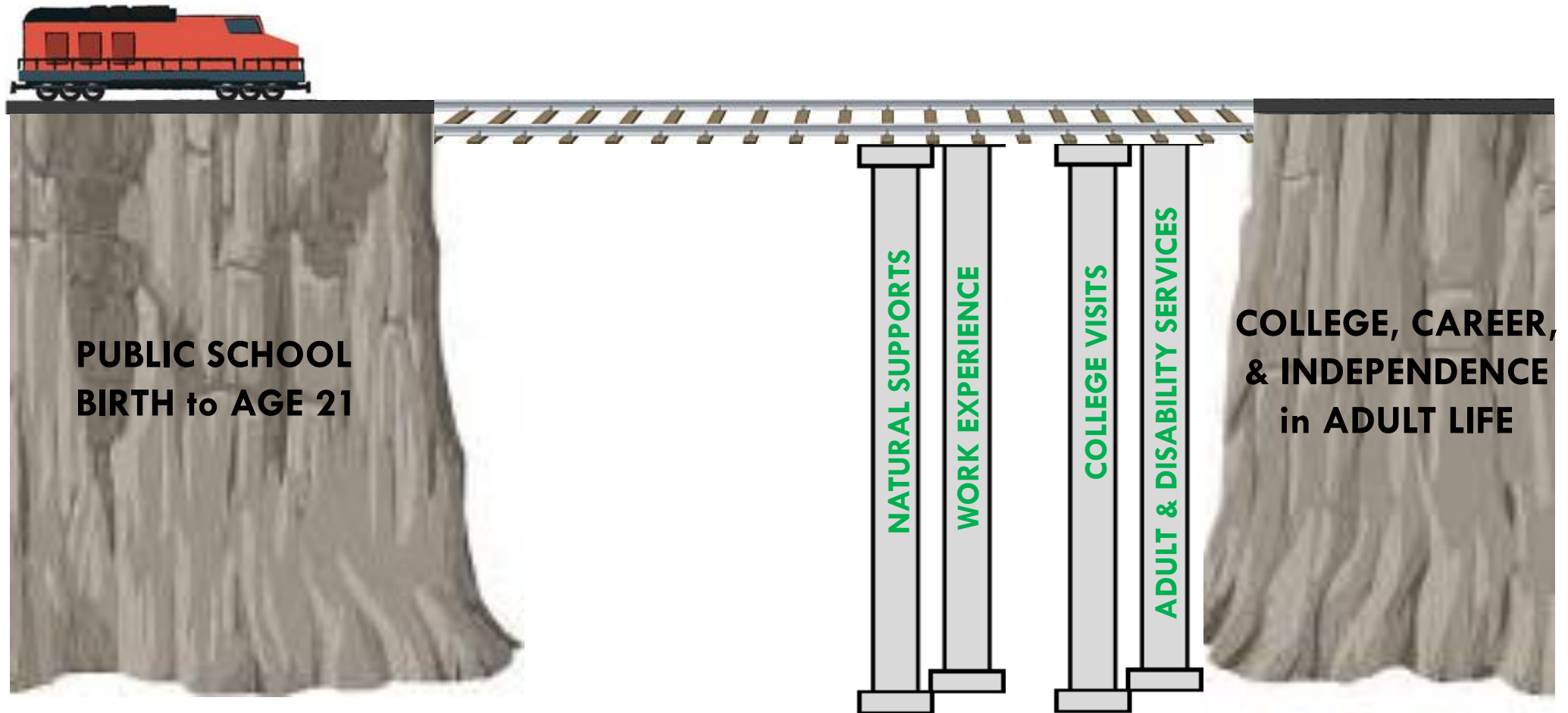
SELF AWARENESS- Students take assessments and individual support to discover their personal strengths, weaknesses, interests, and preferences. Solidify knowledge of their disability and needed accommodations.

SELF DETERMINATION- Students participate in activities that develop attitude and ability that lead one to set goals for themselves and take initiative to reach those goals. Ideally the student takes charge of their education and transition plan as much as possible.

SELF ADVOCACY- Students develop and practice the confidence and skills to speak for themselves and ensure their accommodation needs met.

COMMUNITY INVOLVEMENT- Students develop both an awareness of supports in the community as well as an ability in accessing these. More importantly students build relationships in this community and further expand their circle of support.

Coordinated and Results Oriented – Later On



Later transition supports



NATURAL SUPPORTS- Students begin to engage their family and community relationships in assisting and meeting their goals. Solidifying these relationships of support enhance quality and security of life in the future.

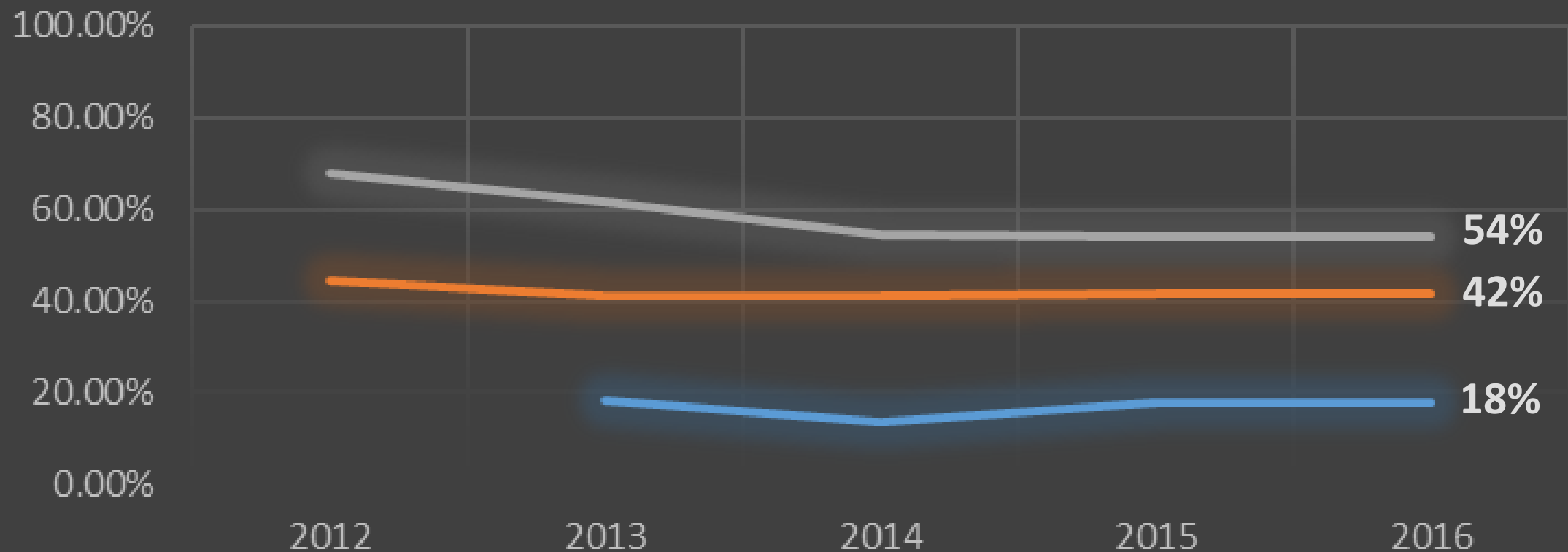
WORK EXPERIENCE- Real, non-simulated work opportunities allow students and their supporters to gain confidence in working, as well as identify and problem solve barriers to long term competitive employment.

COLLEGE VISITS- Real, non-simulated opportunities to connect to available higher education and/or training opportunities that will maximize career and competitive employment options.

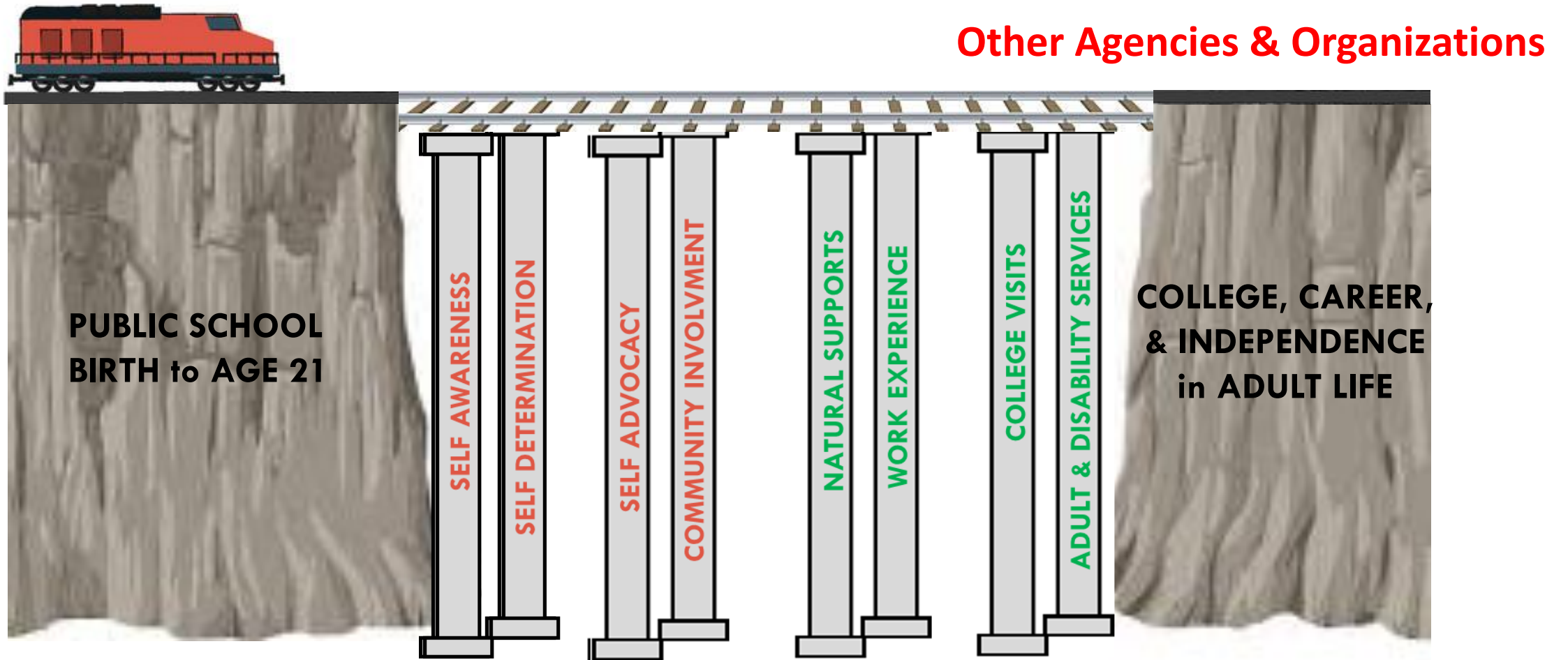
ADULT & DISABILITY SERVICES- Students are not only aware of, but also engage in the process of applying for needed supports offered through available public and private agencies or organizations that can support the student into and/or throughout adulthood.

Idaho APR - Indicator 14

- In Higher Ed
- Higher Ed or Competetivley Employed
- At least some form of education, training, or employment



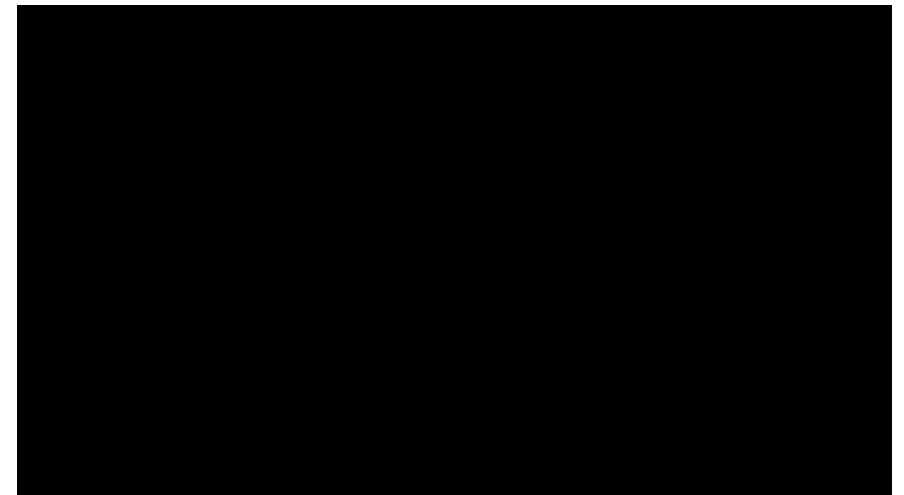
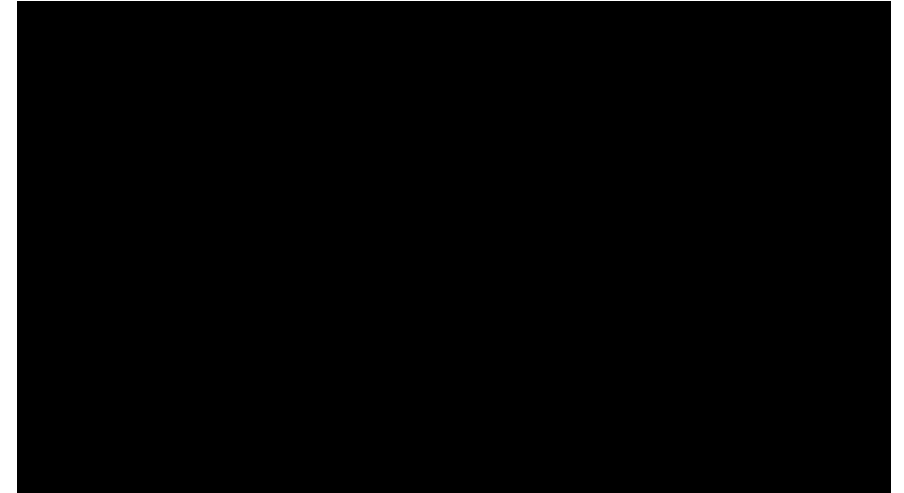
All services are important!



IDVR Hands on Opportunities



- Summer Paid Work Experience
- SOLE Camp
- College Campus Experiences
 - BSU Prep Academy
 - ISU Bengal Experience & ISU Academy Next
 - Under Construction
 - LCSC Crew Experience
 - U of I Vandal Academy
 - EIC non-residential Experience
- IESDB Career Chat Camp
- Paid work experiences for DHH/BVI
- Work of Art Programs in association with IPUL



Think College



- Capacity building grant coordinated through the University of Idaho



- All 3 public universities in some stage of developing programming



Others To Know And Work With On Transition?

Department of Labor

Idaho Job Shortage Information and Hot Jobs List

Disability Resource Centers at Colleges & Universities

Arrange college visits and accommodations for future students

Idaho Parents Unlimited (IPUL)

Statewide parent training and information center for parents of and youth with disabilities

Idaho Council on Developmental Disabilities

Individual, Family, Community Supports

Idaho Commission for the Blind and Visually Impaired (ICBVI)

Specific Services

Idaho Educational Services for the Deaf and Blind (IESDB)

Specific Services

Regional CILs & State Independent Living Council (SILC)

Coordination of Adult Services

Idaho Assistive Technology Project

AT Evaluations and Lending Library

We also are prompting school teams to also consider other unique community networks available to them including Local Business and Service Organization Supports!

For Agencies & Organizations Supporting Individuals with Disabilities; the Best Transition is Really a Smooth Hand-off



We must have better conversations!



- Be aware of transition opportunities

Here is an Application packet

VS

Talking about opportunities

- Invite outside agencies early
- Be creative, be flexible

Branding Statewide Efforts



Idaho Interagency Council on Secondary Transition

- Collaborates on Statewide issues, resources, and events related to transition
- Shared agency goals and outcomes



Branding Statewide Efforts



Idaho NTACT Team

- Supported by National Technical Assistance Center on Transition
- Enhanced focus on the connection of secondary transition services provided by Idaho public schools to opportunities and services offered by Idaho Division of Vocational Rehabilitation for the benefit of students with disabilities making the transition to adulthood



Angela Lindig



Alison Lowenthal



Joy Jansen



Jason Hillman



Shannon Taylor



Kendrick Lester

Diverse Stakeholders

Idaho NTACT Team

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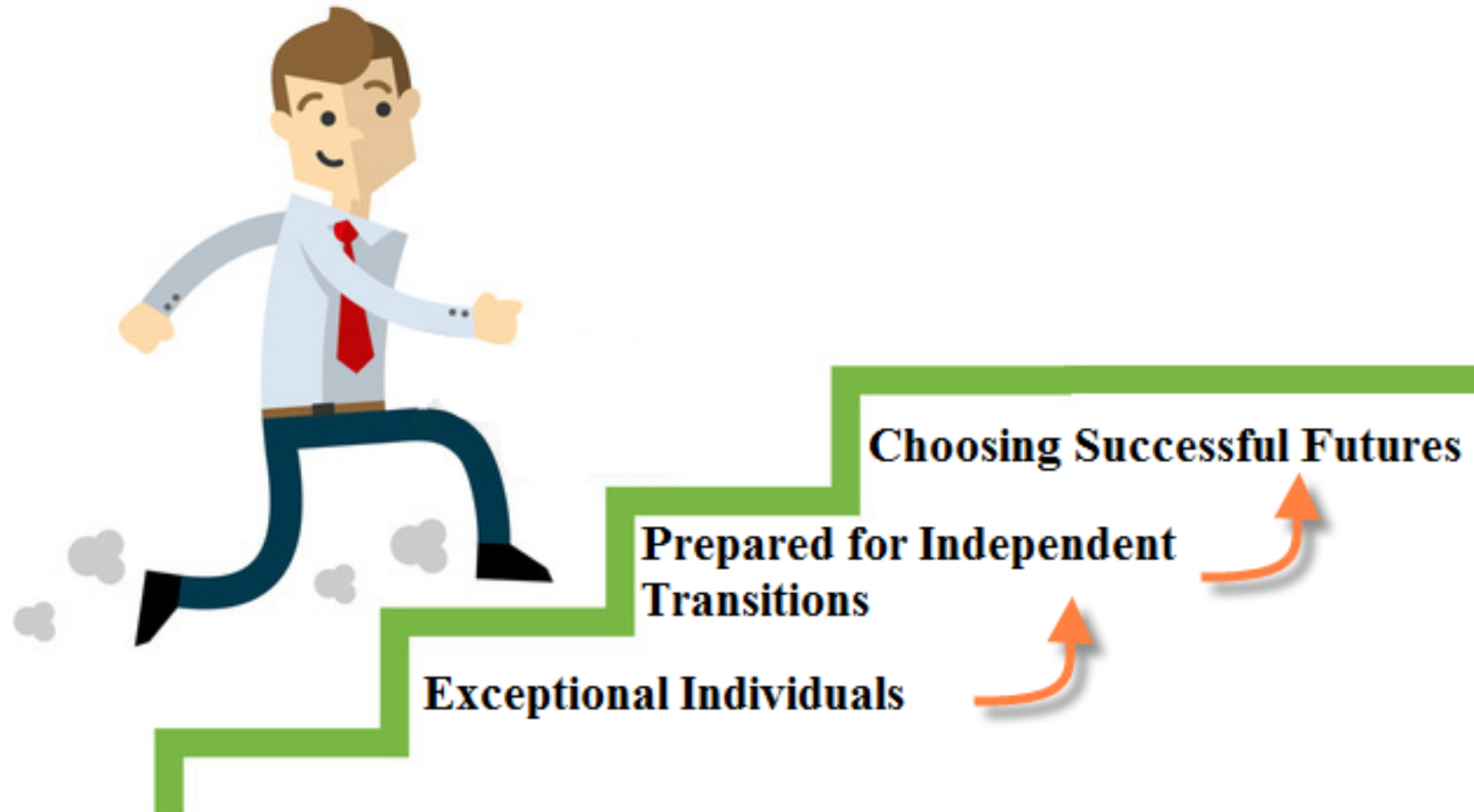


Shannon Taylor

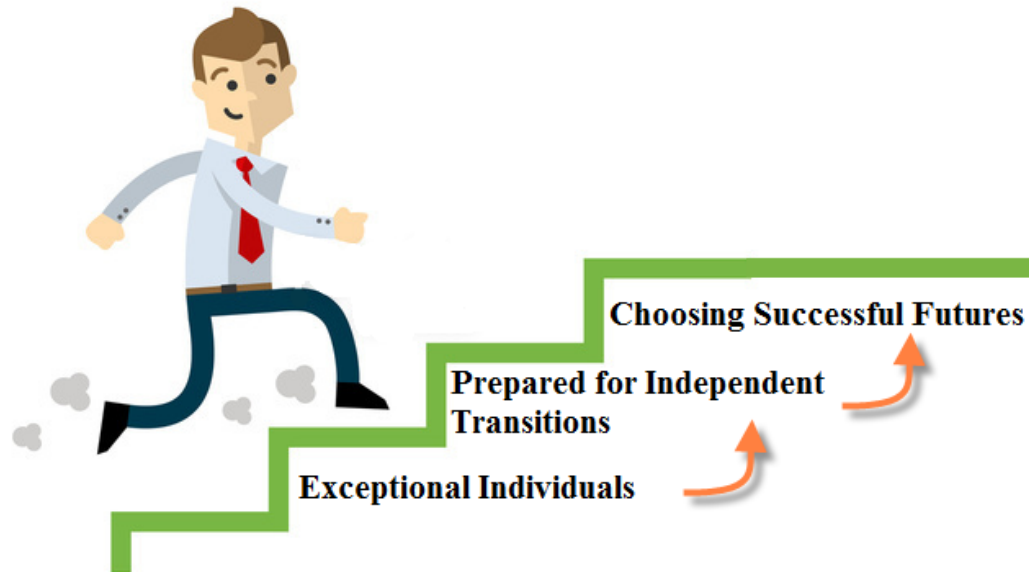


Kendrick Lester

Vision and Mission for Idaho



We must have better conversations!



Mission

We will work together to ensure that students have the knowledge, skills, and opportunities to choose their own transition pathways

2017-18 Idaho NTACT Plan



Current Year Goal

We will develop systems for effective collaboration between students, families, secondary and post-secondary educators, rehabilitation counselors, and service providers to evaluate the quality and quantity of transition activities and pre-employment transition services.

Enhancing Effective Collaboration

2018 Idaho Transition Institute

“Making Connections”

November 29th & 30th

@ Boise State University

2018 Idaho Transition Institute



Institute. Not a conference.

- Facilitated Team Planning Sessions
- Supporting agencies on hand and eager to do work with local school, district, and regional teams teams:

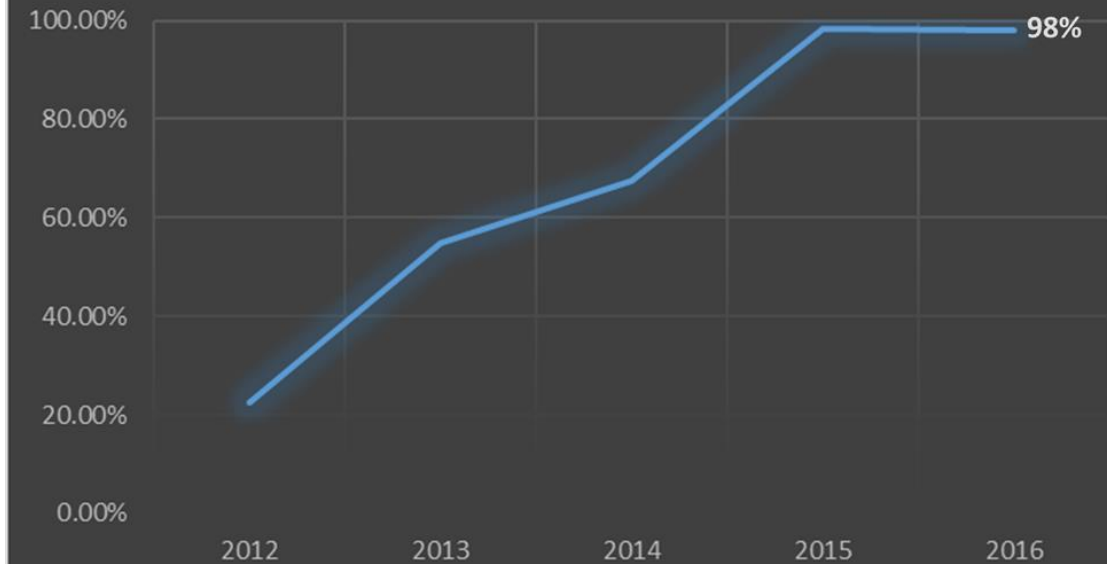


- Teams will leave with an action plan to effect transition in their local area and/or region

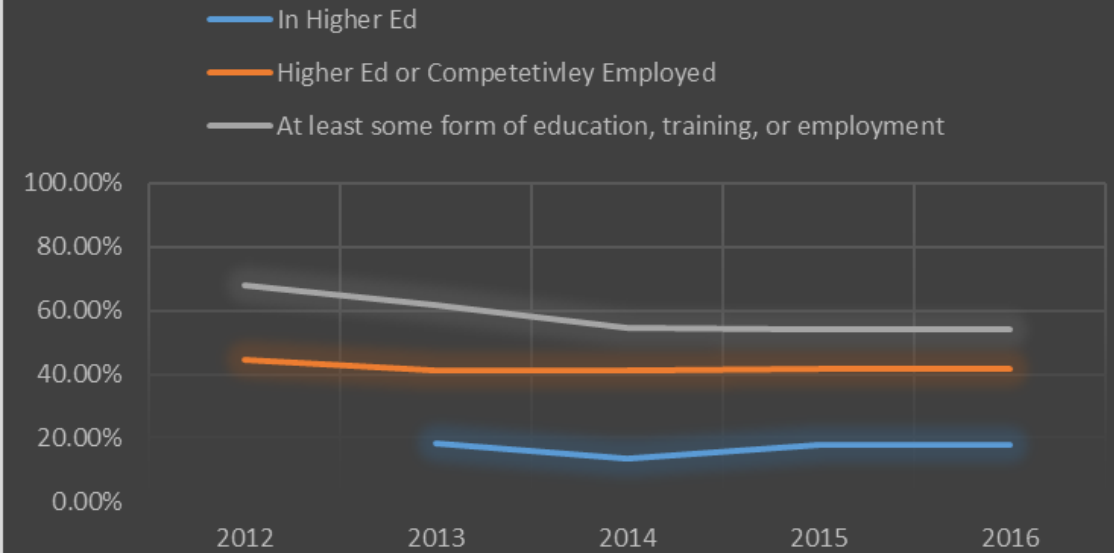
Where we are, where we want to go...



Idaho APR - Indicator 13



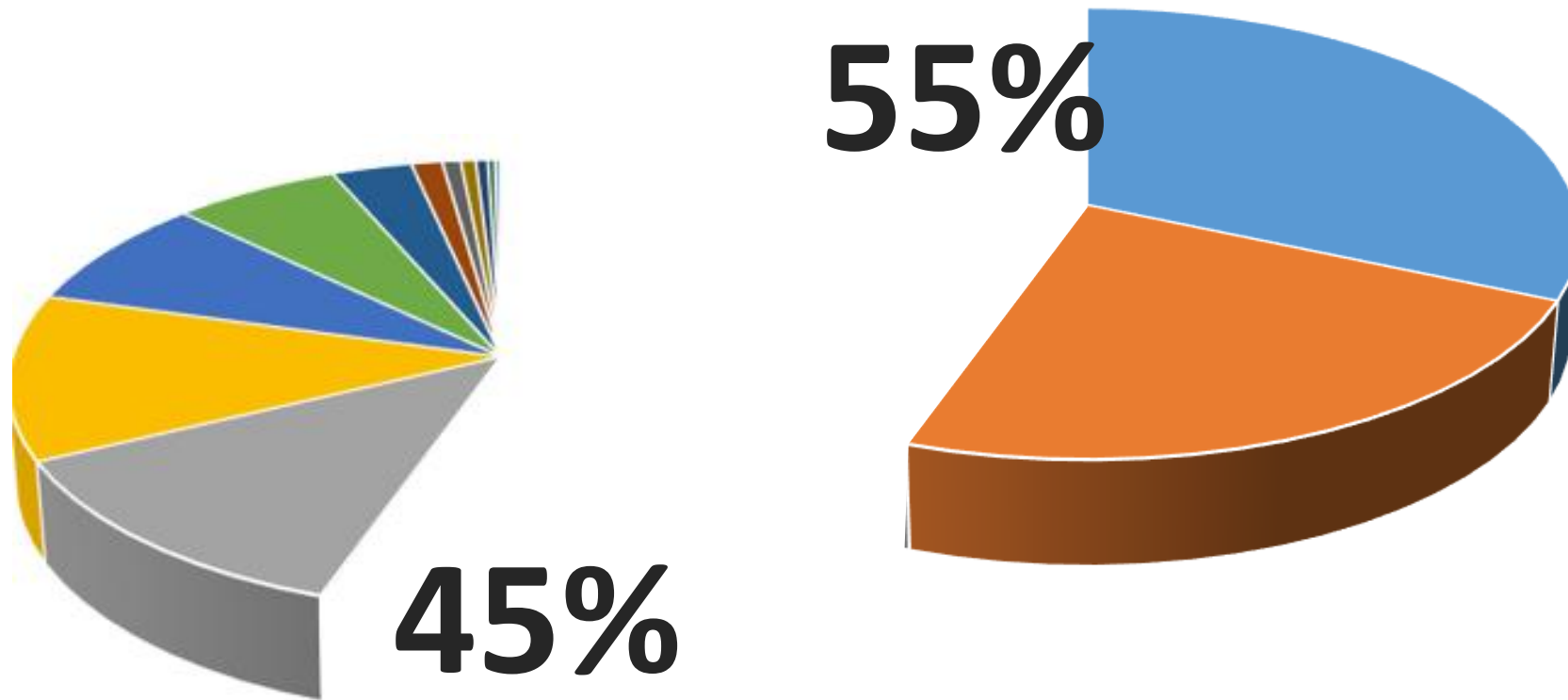
Idaho APR - Indicator 14



Transition is not always simple!



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The Largest Island in the Largest Lake in the Largest Island in the Largest Lake in North America



Transition Success!



Questions



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